



**NURS-3354-001**  
**Legal & Ethical Issues in Healthcare**  
**Fall 2024**  
**Time and days, of course: Internet**

**Instructor Information:** Lisa Hall DNP, MSN, RN, lhall8@com, 409-933-8164

**Student hours and location:** Online and via teams

**Required Textbook/Materials:** Burkhardt, M. & Nathaniel, A. (2020). Ethics & Issues in Nursing: Nursing Ethics for the 21st Century, 1st Edition. St. Louis: Elsevier, Inc.

This product is an electronic or online application.

American Psychological Association. (2020). Publication Manual of the American Psychological Association, 7th edition. Washington, DC: APA

**Resources:** Instructor-Led Course Evolve resources for Ethics & Issues In Contemporary Nursing, 1st Edition

By Margaret A Burkhardt and Alvita K Nathaniel

ISBN: 9780323712989

**Course ID:** ??

**Course Description:** NURS 3354 Legal & Ethical Issues in Healthcare (Credit 3: Lecture 3, Lab 0) (8-week course, 48 contact hours).

This course discusses the application of law and ethical principles related to nursing in differing areas of practice.

**Course requirements:**

**1. Discussion board (4):** Assess knowledge and application of course content. Discussion board topics will be from the weekly reading content. Students will post one significant post related to the course content and a support post with cited references. Students will reply to two of their peer's posts with cited references. If a student receives a grade below 70% on any discussion board rubric, the student should schedule a counseling appointment with the instructor to complete remediation.

**2. Case studies (3):** Assesses overall knowledge and application of course content. Case studies will meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice and spirit of inquiry, and safety and nursing judgment. If a student receives a grade below 70% on any case study, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator.

**3. Journal (1):**

**4. Weekly Participation:** Students must participate in all discussion posts. Initial posts must be submitted by Thursday of the week due, and responses to students/instructors by Sunday of the week due.

**5. Quizzes (4):** Assesses overall knowledge and application of complete course content. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The student will have two attempts to complete each quiz, which will be an average for the quiz grade. The quizzes will be timed and taken on respondus.

**6. Term Paper:** The term paper written assignment is a comprehensive paper in which the student must choose an ethical principle or theory as a foundation to develop a personal nursing perspective. Utilizing the personal nursing perspective, the student must analyze the roles of the baccalaureate-prepared nurse, including Provider of patient-centered care, Patient safety advocate, Member of the Interdisciplinary Team, and Member of the Profession.

**7. Reflection Paper (1):**

**Determination of Course Grade/Detailed Grading Formula:**

**Grading Scale**

**A = 90 -100.00**

**B = 80 -89.99**

**C = 70 -79.99**

**D = 60 -69.99**

**F = < 60**

**\*\*A grade total of at least 70% is required to pass the course\*\***

**Grade Calculation**

<b>Assignment</b>	<b>Percentage %</b>
Discussion Boards - 4	20
Case Studies - 3	20
Journal - 1	5
Term Paper -1	30
Reflection Paper - 1	5
Quizzes - 4	20
<b>Total</b>	<b>100</b>

**Late Work, Make-Up, and Extra-Credit Policy:** Assignments are due by the designated due date; there are no make-up or extra credit opportunities.

**Attendance Policy:** See the policy in the Nursing Student Handbook

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
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1. Synthesize knowledge gained from pre-requisite and co-requisite courses included in the program of study.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Case study 1
2. Apply regulatory standards to complex practice situations.	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize the risk of harm individually and across the healthcare system.	Discussion board, week 2
3. Apply legal standards to complex patient care situations.	Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Discussion board one and Quizzes
4. Apply ethical principles to complex patient care situations	Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Term paper (applying an Ethical Theory/principle to a paper topic
5. Apply constitutional, administrative, and criminal law in complex practice situations.	Utilize data to monitor outcomes of care and improvement methods to continuously improve nursing quality and safety.	Case study 2
6. Analyze the legal implications inherent in nursing management.	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize the risk of harm individually and across the healthcare system.	Discussion board week 4

**Academic Dishonesty:** Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See the Behavior/Conduct policy in the Nursing Student Handbook.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Debra Bauer, DNP, MBA Director of Nursing Dbauer3@com.edu, 409-9338908

**Course outline:** Located at end of syllabus.

**Methods of Instruction** Case studies

Assignments

Audio-visual instructional aids

Written Reports/Clinical Reasoning exercises

**Tardiness:** See Attendance Policy in the Nursing Student Handbook.

**Withdrawal:** See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student

**Course outline:** See course calendar in D2L course.

**Classroom Conduct Policy/Student Conduct Classroom Conduct Policy:**

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the online Student Handbook. <http://www.com.edu/studentservices/studenthandbook.php> . Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

**Plagiarism:**

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving a proper citation, copying directly from a website and pasting it into your paper, and using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also, see the Behavior/Conduct policy in the Nursing Student Handbook.

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## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 26.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been

asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**ANA Scope and Standards of Practice:**

**Students are expected to adhere to established ANA Scope and Standards of Practice**

**Student Handbooks:**

**Students must adhere to all policies outlined in the College and Nursing Program student handbooks.**

**Syllabus Revisions:**

**Faculty reserves the right to make changes to the syllabus as deemed necessary.**

**The Tutoring Center:**

**The Tutoring Center Schedule an Appointment with a COM Tutor College of the Mainland's Tutoring Center offers students, faculty members, alumni, and staff various academic and job preparation tutoring services. It is located in the Industrial Careers Building, Room 109.**

**Click on the link below for hours of operation and to make an appointment.**

**<https://www.com.edu/tutoring/index.html>**

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

## **Course Content Part I: Guides for Principled Behavior**

**Unit Student Learning Outcomes:** See objectives at the beginning of each chapter.

**Learning Content:** I. Social, philosophical, and other historical forces influencing the development of nursing.

A. The Influence of Social Need B.

B. Spiritual, Religious, Gender, and Philosophical Influences

### II. Ethical Theory

A. Ethics in Nursing

B. Philosophy

C. Morals and Ethics • Philosophical Basis for Ethical Theory

D. Theories of Ethics •

Utilitarianism •

Virtue Ethics •

Moral Particularism

### III. Ethical Principles

A. Respect for Autonomy

• Recognizing Violations of Patient Autonomy

• Informed Consent • Paternalism • Advocacy

• Noncompliance

B. Beneficence

C. Nonmaleficence

D. Veracity

E. Confidentiality

F. Justice

G. Fidelity

Learning Activities: Burkhardt, M. & Nathaniel, A. (2020)- Chapters 1 - 3

Activity: Discussion boards and other assignments per course calendar

## **Part II: Developing Principled Behavior**

Unit Student Learning Outcomes: See objectives at the beginning of each chapter.

### **Learning Content:**

#### I. Values Clarification

A. What are Values?

• Moral Values

B. Acquiring Values

C. Self-Awareness

• Enhancing Self-Awareness

D. Values in Professional Situations

• Impact of Institutional Values II.

• Clarifying Values with Patients

#### II. Values Development

A. Transcultural Considerations in Values Development

B. Beliefs and Values

- C. Theoretical Perspectives of Values Development
  - Paget’s Stages of Cognitive Development
  - Kohlberg’s Theory of Moral Development
  - Gilligan’s Theory of Moral Development
  - Fowler’s Stages of Faith Development
  - Cultural-Development Theory III. Ethics and Professional Nursing
- A. Professional Status • Nurses as Professionals
- B. Codes of Nursing Ethics
- C. Themes of Nursing Ethics
  - Caring
  - Expertise
  - Autonomy
  - Accountability
  - Authority
  - Unity
- IV. Ethical Decision-Making
  - A. Problem Analysis
    - Moral Uncertainty
    - Moral/Ethical Dilemmas
    - Practical Dilemmas
    - Intervening Factors
  - B. Ethical Decision-Making
  - C. Ethical Decision-Making Tool
    - Step 1: Articulate the Problem and Determine a Realistic Goal
    - Step 2: Gather Data and Identify Conflicting Moral Claims
    - Step 3: Explore Potential Strategies
    - Step 4: Select and Implement a Strategy
    - Step 5: Evaluate Outcomes and Revise the Plan if Needed.
  - D. Reactions to Unresolved and Moral Problems: Moral Distress, Moral Outrage, and Moral Reckoning
    - Moral Distress
      - Moral Outage
      - Moral Reckoning

Learning Activities:

Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 4-7

Activity: Discussion boards and other assignments per course calendar

Part III: Principled Behavior in the Professional Domain Unit Student Learning Outcomes:

See the objectives at the beginning of each chapter.

Learning Content:

I. Legal Issues

A. Relationship Between Ethics and the Law

B. General Legal Concepts

- Sources of Law



- Types of Law
- C. Legal Jeopardy for Personal Conduct Outside of Work
- D. Reducing Risk
  - Serious Reportable Events
  - Reducing Liability Risks
    - E. Nurses As Expert Witnesses
- II. Professional Relationship Issues
  - A. Problem-Solving in the Professional
    - Maintain Attentiveness to Personal Values
    - Clarify Obligation
    - Determine the Nature of the Problem
    - Choose From Alternative Solutions Thoughtfully
  - B. Nurses' Relationships with Institutions
  - C. Nurses' Relationships with Other Nurses
  - D. Nurses' Relationships with Physicians
  - E. Nurses' Relationships with Subordinates
    - Racial Discrimination
    - Discrimination Against Persons with Disabilities
  - F. Discrimination
  - G. Sexual Harassment and Discrimination
- III. Practice Issues Related to Technology.
  - A. Benefits and Challenges of Technology
    - Quality of Life
    - Principle of beneficence and nonmaleficence B.
  - Current Technology: Issues and Dilemmas
    - Treating Patients: When to Intervene and To What End
    - Issues of Life, Death, Quality of Life and Dying
    - Medical Futility
    - Do Not Resuscitate Orders
    - Artificial Sources of Nutrition and Hydration
    - Legal Issues Related to Technology
    - Palliative Care
    - Examples of Potential Dilemmas with Other Technology •
  - Controversial Technologies
  - B. Nursing Practice in the Midst of Technology
    - Technology, Privacy, and Confidentiality
    - Ethical Issues Related to social media
    - Attitudes and Values • Nursing Self-Care
    - The Importance of Communication: Who Decides?
    - Caring: The Human Focus
- IV. Practice Issues Related to Patient Self-determination
  - A. Anatomy and Health Care Decisions
    - How Far Does Autonomy Go?
  - B. Informed Consent

- Ethical and Legal Elements of Informed Consent
- Special Considerations with Informed Consent
  - Nursing Role and Responsibilities: Informed Consent
- C. Advance Directives
  - Decision-making Capacity
  - Nursing Role and Responsibilities: Advance Directives
- D. Choices Concerning Life and Health
  - Choices Regarding Recommended Treatment
  - Controversial Choices
- E. Scholarship Issues
  - A. Academic Honesty
    - Research Issues and Ethics
  - B. Ethical Issues in Research
  - C. Special Considerations: Vulnerable Populations
  - D. Characteristics of Ethical Research
  - E. Ethical Treatment of Data

Learning Activities: Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 8 – 12  
 Activity: Discussion boards and other assignments per course calendar

#### Part IV: Global Issues that Interfere with Nursing Practice

##### Unit Student Learning Outcomes:

See the objectives at the beginning of each chapter.

##### Learning Content:

- I. Global Consciousness in the 21st Century
  - A. Earth Ethics and Health
    - The Earth Charter and Nursing
    - Climate Change
  - B. Disasters: Nursing Response and Ethical Considerations
  - C. Displaced Persons, Migrants, Refugees, and Victims of Armed Conflict
  - D. War and Violence
  - E. Health Care Access and Financing
  - F. Global Needs and Finite Resources
  - G. Traditional Systems of Healing and Health Care
  - H. Challenges for Rural and Urban Aggregates
- II. Health Policy Issues
  - A. Political Issues
  - B. Health Policy
    - The Health Policy Process
    - Ethics in Policymaking
    - Research Data in Policymaking
- C. Nursing, Policy, and Politics
  - Nursing's Political Strengths

- Nursing's Political Weaknesses
- Policy Goals for Nursing
- D. Nursing Advocacy in the Policy Process
  - Types of Advocacies
  - Political Campaigns
- III. Economic Issues
  - A. Overview of Today's Health Care Economics
  - B. Distributive Justice
    - Entitlement
    - Fair Distribution
    - Distribution of Resources
    - Theories of Justice
  - C. Recent Trends and Health Economic Issues
    - Health Care Reform
- IV. Social Issues
  - A. Social Issues
    - Poverty
    - Homelessness
  - B. Sexual Violence
    - Human Trafficking
  - C. Racism and Ethnic Inequities
  - D. Personal Impediments to Intervening with Vulnerable Groups
    - Increasing Elderly Population
    - Victim Blaming
    - Language of Violence
- V. Gender Issues
  - A. Gender Issues in the Workplace
    - The Nursing Workforce
    - Stereotyping
    - Gender Bias
    - Pay Equity
  - B. Gender Issues and Nursing Practice
    - Issues in Women's Health Care
    - Issues in Men's Health Care
    - Issues in Lesbian, Gay, Bisexual, and Transgender Health Care
- VI. Transcultural and Spiritual Issues
  - A. Transcultural Issues
    - Understanding Culture
    - Cultural Values and Beliefs
    - Culture and the Healthcare System
    - Complementary Therapies
    - Legal Considerations
  - B. Issues Related to Spirituality and Religion
    - Approaching Spirituality
    - Spirituality and Religion

- Nurturing Spirit

Learning Activities: Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 13 – 18

Activity: Discussion boards and other assignments per course calendar

Part V: The Power to Make a Difference

Unit Student Learning Outcomes:

See the objectives at the beginning of each chapter.

Learning Content:

I. Empowerment for Nurses

A. Influences on Nursing's Perceptions of Principled Practice

- Influence of Mind-Set
- Metaphors of Nursing and Nursing Self-Image
- How Others perceive Nursing

B. Understanding Power and Empowerment

C. Personal Empowerment

D. Professional Empowerment

- Moral Courage: Speaking Up

E. Revisioning Nursing

II. Facilitating Patient Empowerment

A. Patients and Empowerment

- Nurses and Patient Empowerment

B. Attitudes of Nurses That Facilitate Empowerment

- Nursing Knowledge and Skills Necessary for Facilitating Empowerment

C. Enhancing Patient Capacity for Decision Making

- Barriers to Empowerment

D. Fostering Patient Empowerment

Learning Activities: Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 19 – 20